



This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Fourth Grade Social Studies Crosswalk

This crosswalk document compares the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study (SCOS)* and provides some insight into the similarities and differences between these two sets of standards, especially as it relates to content coverage. This document is not intended to answer all questions about the nuances of the new standards versus the old. Additional documents will provide support for curriculum development and instructional planning.

In looking at this document, you should be aware of three key structural differences between the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study*: the organization of the standards around five broad strands, the use of a conceptual framework, and the use of Revised Bloom's Taxonomy. Due to these structural differences, not all parts of a cross walked objective may align perfectly to a clarifying objective. The relationship between content, concepts, and cognitive demand may have changed. Additionally, some content, concepts, and/or skills have been eliminated or moved to other grade levels.

The 2010 *K-12 Social Studies Essential Standards* are organized around five strands: history, geography and environmental literacy, civics and government, economics and financial literacy, and culture. These strands are based on the social science disciplines and provide students a consistent framework for studying and analyzing specific grade level content. At the high school level, strands are designed to be more specific to their course and subject content.

Additionally, the new structure of the 2010 *K-12 Social Studies Essential Standards* reflects a shift to a more conceptual framework. The goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. This adoption of a conceptual framework reduces the number of objectives while continuing to address similar topics, facts and skills. In looking at this document, you will see that there are multiple objectives from the old standards aligned to the new clarifying objectives; however, these objectives may be connected by broad conceptual understandings and should not be seen in the same light as they were in the old standards.

Finally, the 2010 *K-12 Social Studies Essential Standards* were also written using the Revised Bloom's Taxonomy (RBT). The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose than in the 2006 *North Carolina Social Studies Standard Course of Study*.

Fourth grade students explore the social disciplines of its history, geography, civics and government, culture and economics through the context of North Carolina. During this grade, students will study North Carolina American Indian groups indigenous to North Carolina before European contact, the impact of colonization, and key historical events leading up to the Civil War and Reconstruction.

Important Note: The current 2006 SCOS will continue to be the operational standards in the 2010-12 school year. We expect the 2010 K-12 Social Studies Essential Standards to be taught and assessed for the first time in the 2012-13 school year.



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2010 Essential Standard		2006NC Standard Course of Study	
Strand	Essential Standard		
	Clarifying Objective	Objective	Comments
History	4.H.1 Analyze the chronology of key historical events in North Carolina history.		
	4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration.	2.01 Locate and describe American Indians in North Carolina, past and present. 2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.	
	4.H.1.2 Explain how and why North Carolina was established.	3.03 Examine the Lost Colony and explain its importance in the settlement of North Carolina. 3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.	
	4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of NC.	3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social. 4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.	



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	4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction.		
History	4.H.2 Understand how notable structures, symbols, and place names are significant to North Carolina.		
	4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.		
	4.H.2.2 Explain the historical significance of North Carolina's state symbols.	3.02 Identify people, symbols, events, and documents associated with North Carolina's history.	



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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
Geography and Environmental Literacy	4.G.1 Understand how human, environmental, and technological factors affect the growth and development of North Carolina.		
	4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).	1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.	
Geography and Environmental Literacy	4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.		
	4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.	1.05 Assess human movement as it relates to the physical environment.	



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	<p>4.G.1.4 Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina’s citizens, past and present.</p>	<p>7.01 Cite examples from North Carolina’s history of the impact of technology.</p> <p>7.02 Analyze the effect of technology on North Carolina’s citizens, past and present.</p> <p>7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.</p> <p>7.04 Analyze the effect of technology on North Carolina citizens today.</p> <p>7.05 Identify the advantages and disadvantages of technology in the lives of North Carolinians.</p>	
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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Economics and Financial Literacy	4.E.1 Understand how a market economy impacts life in North Carolina.		
	4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.	6.01 Explain the relationship between unlimited wants and limited resources. 6.02 Analyze the choices and opportunity cost involved in economic decisions. 6.07 Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.	
	4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.	(3rd grade) 5.02 Explain the impact of scarcity on the production, distribution and consumption of goods and services.	
	4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.		
	4.E.1.4 Explain the impact of entrepreneurship on the economy of North Carolina.		



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Economics and Financial Literacy	4.E.2 Understand the economic factors when making personal choices.		
	4.E.2.1 Explain how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively effect everyday life.	6.05 Recognize that money can be used for spending, saving, and paying taxes.	
	4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs.	6.01 Explain the relationship between unlimited wants and limited resources.	



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Civics and Government	4.C&G.1 Understand the development, structure, and function of North Carolina's government.		
	4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution.		
	4.C&G.1.2 Compare the roles and responsibilities of state elected leaders.	4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.	
	4.C&G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.		
	4.C&G.1.4 Compare North Carolina's government with local governments.		



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	4.C&G.2 Analyze the North Carolina Constitution.		
	4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.		
Civics and Government	4.C&G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution.	4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.	
	4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.	4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.	



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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	2010 Essential Standard	Objective	Comments
	Clarifying Objective		
Culture	4.C.1 Understand the impact of various cultural groups on North Carolina.		
	4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).	4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of beliefs. 5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.	
	4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.	5.02 Describe traditional art, music, and craft forms in North Carolina. 5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.	

Eliminated/Moved Objectives:

- 1.01** Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.
- 1.02** Describe and compare physical and cultural characteristics of the regions. (moved to 3rd grade 3.G.1.2).
- 1.03** Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.
- 1.04** Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.



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2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

2.03 Describe the similarities and differences among people of North Carolina, past and present.

3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.

4.05 Identify and assess the role of prominent persons in North Carolina, past and present.

5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.

6.03 Categorize the state's resources as natural, human, or capital.

6.04 Assess how the state's natural resources are being used.

6.06 Analyze the relationship between government services and taxes.

6.08 Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.